

**EFL PRE-SERVICE TEACHERS' PERCEPTIONS OF DAILY
REFLECTIVE JOURNAL USE FOR TEACHER DEVELOPMENT**



RESEARCH PAPER

submitted in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan at English Education Department

by

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INSTITUT AGAMA ISLAM NEGERI KENDARI

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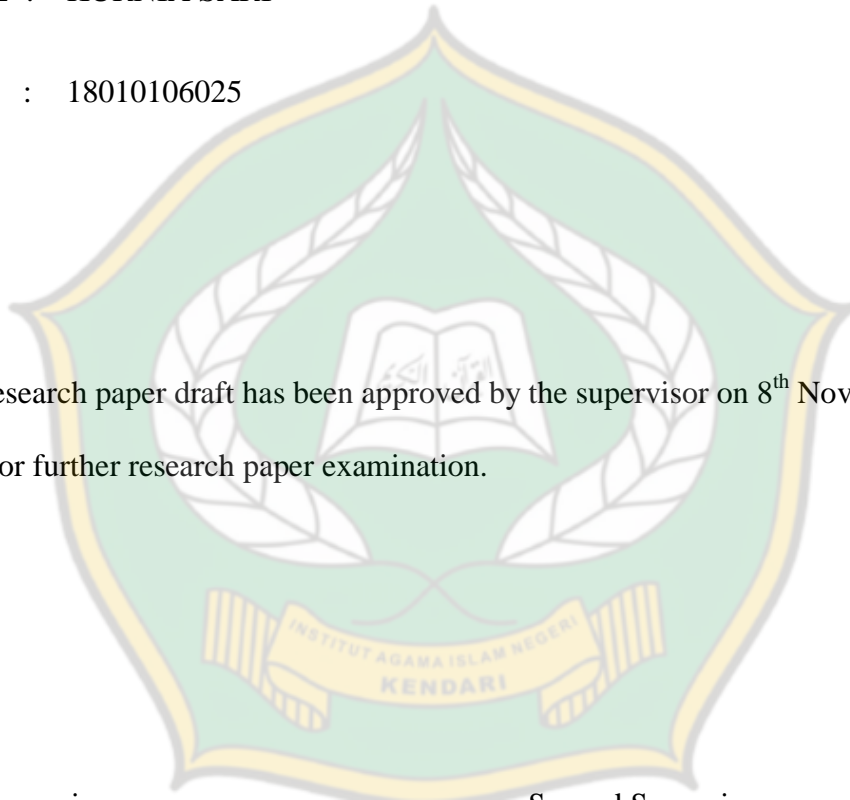
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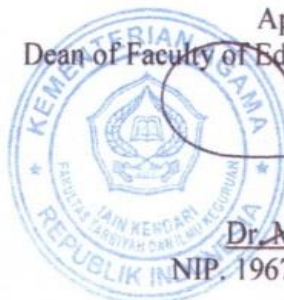
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Kendari, 8 November, 2022

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ABSTRACT

Kurnia Sari. SID. 18010106025. EFL Pre-service Teachers' Perception of Daily Reflective Journal Use for Teacher Development. Supervised by: Dr. Sitti Nurfaidah, S.Pd., M.Ed. and Dewi Atikah, M.A.

This study aims to identify EFL pre-service teachers' perceptions of daily reflective journals during field teaching practice. This research applied the qualitative research method as considered as an appropriate method to delineate EFL pre-service teachers' perceptions of daily reflective journal use for teacher development. Data were collected by using written reflections to elicit information of nine pre-service teachers in one of the Islamic institution in Southeast Sulawesi. Written reflection was using Google form that has been distributed on WhatsApp Group (WAG) to gain information of EFL pre-service teachers' perceptions of daily reflective journal. Through a thematic analysis, two main themes emerged, namely teachers' personal development, which is included well-preparedness teacher, reflective thinking, and self-confidence. The other theme is teachers' professional development. This research also discusses some implications to consider in maximizing the use of daily reflective journal.

Keywords: field teaching practice; personal development; pre-service teacher; reflective journal; qualitative study

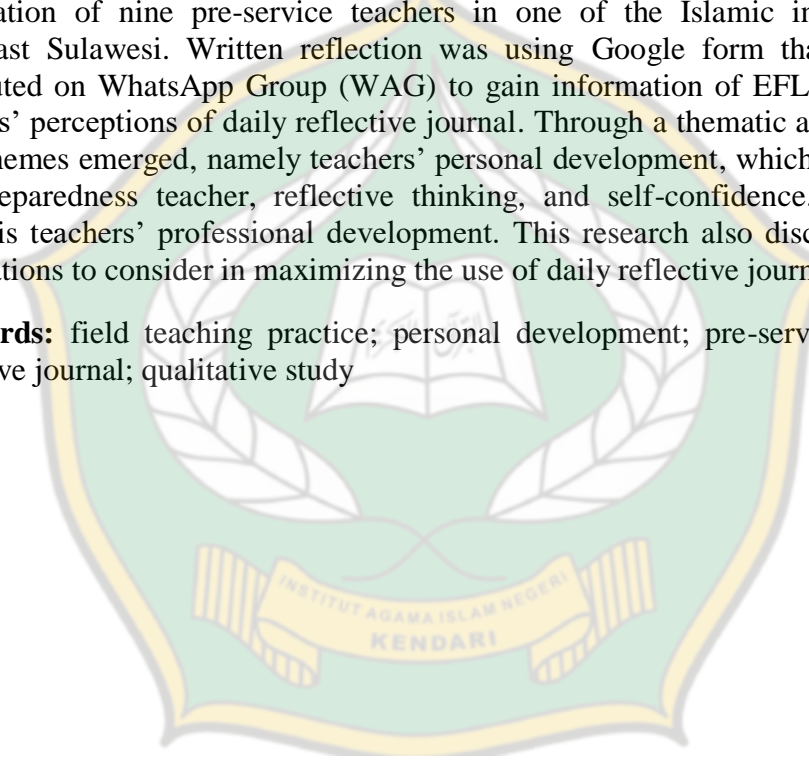
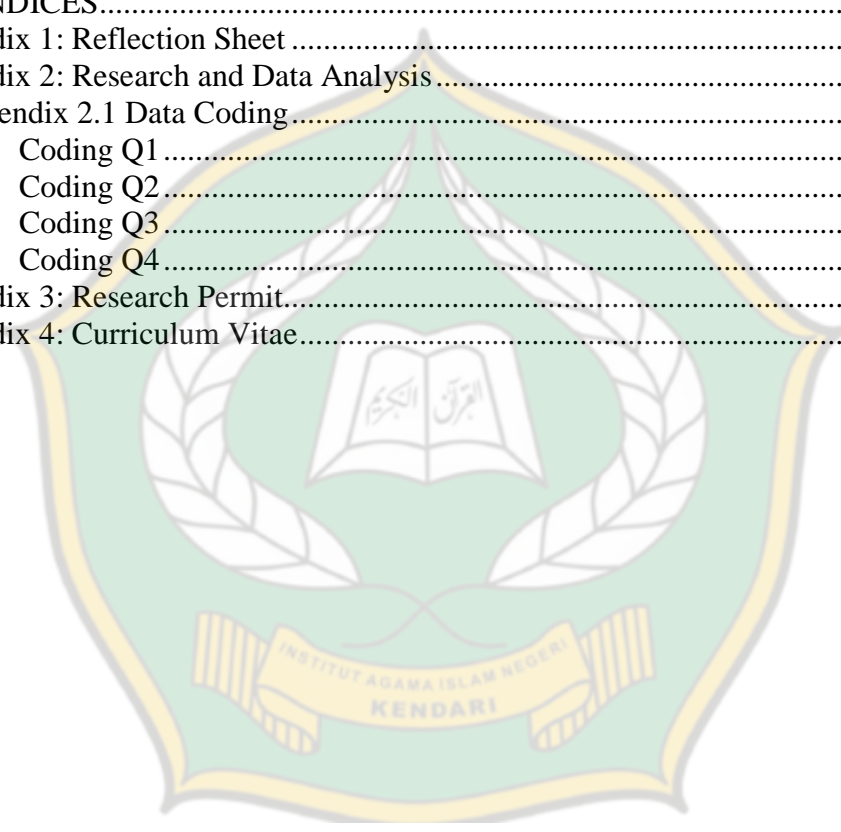


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